



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

interpretation with application to other cases in which less control of conditions is possible.

It is also a contribution to have so many illustrations taken from the field of secondary education to show the use of pedagogical principles which too often are treated as if they belonged to elementary education alone.

But one could wish that the resulting scheme, born of a union of the logic of the schools and that of the laboratory, favored less the first-named parent. As a text in logic it is freed from much of the old verbiage and unnecessary machinery, but the book is yet to be written which will enable the ordinary high-school teacher to carry to his students a vision of scientific method as it is glimpsed in Descartes, made living in Darwin's biography, and organized for advanced students in such a course as Dewey's *Types of Logical Theory*. (A suggestion of the Darwin material is seen in Cramer's *Method of Darwin*. Some lines of development are shown in the field of English in the series of books by Professor Buck and others of Vassar, published by Henry Holt & Co.)

It would seem that space could be spared for at least a brief discussion of the use of scientific method in the study of the problems of secondary education. Reference to such material as Thorndike's chapters in *The Principles of Teaching* and in *Educational Psychology* would be appreciated. Some reference to the studies of special subjects would be useful, even though it emphasized the fact that the one who is training secondary teachers at present must limit his choice for this purpose largely to studies of elementary subjects as the Psychology of Reading, Abilities in Arithmetic, etc. Again it would seem to be in place for a book which lays so much stress on the laboratory phase of all work to contain some discussion of the attempts made in this line. "Individual" and "group" instruction, for instance, have been written about sufficiently to justify one in looking to such a work as this for some guidance in getting at the meaning of what has been undertaken. It is to be hoped that the third volume will furnish at least a brief bibliography of secondary education in which the student will be aided in his study of these and other topics by evaluated references to book and periodical literature.

The discussion of the educational status of the high-school student as compared with that of the man of research has proved very helpful to students in aiding them to get a better view of the high-school problem.

Taken as a whole this volume, while contributing less to the student than did its predecessor, yet brings together within small compass material that teachers need acquaintance with, and it will help to bring us more fully to consciousness as to the needs of training for secondary school teachers.

F. A. MANNY

---

*Physiography for High Schools.* By PROFESSOR ROLLIN D. SALISBURY, The University of Chicago. New York: Henry Holt & Co., 1908. Pp. 531, 469 figures and illustrations, 24 plates.

This new text is adapted and intended for first- or second-year high-school pupils. It covers the ground usually covered by its more recent predecessors, some three hundred pages being devoted to land forms, fourteen to

earth relations, one hundred and thirty-nine to the atmosphere, and thirty-six to the ocean.

The book has the very desirable qualities of being readable and at the same time presenting adequate information. The ease with which the pupil can read it is due to the author's remarkably clear, definite, and concise style of writing which never leaves any doubt as to his meaning. Its adequate information arises not from its being encyclopedic in character but from the way in which the facts are organized so as to give the pupil a conception of the processes of nature and how the various features came to be. This method of treatment in and of itself tends to open the pupil's eyes and set him to asking questions of nature. This characteristic is illustrated admirably in the two chapters dealing with the work of running water and of snow and ice.

The illustrations are numerous and well chosen and stand out clearly on the highly calendared paper. As a single illustration of this—the chapter on weather contains twenty-four maps from which the conclusions of the chapter may be reached inductively. The chapter dealing with the effects of physiographic conditions upon plants and animals is interesting in that it is written by two specialists in modern plant and animal ecology, Dr. H. C. Cowles and Dr. C. C. Adams.

After a hurried reading of various chapters when it first appeared, the book impressed the writer as being what might well be termed a teachable book. A three-months' trial of the book in class has given no occasion for changing this opinion.

The book was not written to be followed chapter by chapter or to be used in any one particular way, and will lend itself admirably to the various methods of teaching employed by different teachers.

R. D. CALKINS

STATE NORMAL SCHOOL  
MT. PLEASANT, MICH.

---

*Guide to High-School Observation.* By G. M. WHIPPLE. "Cornell Study Bulletins for Teachers." Syracuse: C. W. Bardeen, 1908. Pp. 42.

This bulletin has been prepared to assist New York teachers in meeting the requirement for the college-graduate certificate calling for twenty hours in observation of school work actually in progress. The work is classified under fourteen heads, four dealing with matters of programme, curriculum, attendance, and general organization; psychological principles in teaching; discipline and control, moral training; hygienic conditions. The remaining ten deal with the various school subjects. It is to be regretted that no sections are given to manual training, domestic arts, graphic arts, music, or commercial subjects.

High-school teaching is not considered so much as a gift or act of inspiration as in former years. While the problems are not the same as those of the elementary school, they require no less preparation, and this syllabus will help to bring about better conditions. A second reading gives one an opportunity to observe what a large number of practical problems are brought to the student's attention and also how much up-to-date information is included in an incidental way. In this latter class are such matters as the size of the average high school, distribution of attendance, etc.